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ABSTRACT

This bibliography of 1,049 items relating to foreign study at the college level, including foreign study, study abroad, and international education, is an updated version of the 1985 edition. Changes are primarily in the elimination of much of the literature published before 1980 and the addition of material published since 1985. The bibliography is preceded by an evaluation discussing the background and rationale for its development, the structure, the literature included, geographical coverage, thematic division, and the content of the literature. The bibliography itself is in alphabetical order by the name of the author or editor, or, if there is none, the title. Subject and geographical indexes are provided. (KM)

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United Nations Educational,
Scientific and Cultural Organization

Convention on the Recognition of Studies, Diplomas
and Degrees concerning Higher Education
in the States belonging to the Europe Region

ED292428

BIBLIOGRAPHY OF AVAILABLE LITERATURE RELATING TO THE RECOGNITION OF STUDIES, DIPLOMAS AND DEGREES AND TO INTERNATIONAL MOBILITY IN HIGHER EDUCATION

Secretariat
of the Regional Committee for
the Application of the Convention

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Bucharest, 1987

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UNITED NATIONS EDUCATIONAL,
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CONVENTION ON THE RECOGNTIION OF STUDIES, DIPLOMAS
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BIBLIOGRAPHY
OF AVAILABLE LITERATURE RELATING TO THE RECOGNITION OF STUDIES, DIPLOMAS AND DEGREES AND TO INTERNATIONAL MOBILITY IN HIGHER EDUCATION

Secretariat
of the Regional Commission for the
Application of the Convention

European Centre for Higher Education (CEPES)

Bucharest, 1987

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FOREWORD

This publication is an updated version of the Bibliography of Available Literature Relating to the Recognition of Studies, Diplomas and Degrees and to Mobility of Persons in Higher Education produced by CEPES in 1985.

The number of entries has remained approximately the same (1064 entries in the 1985 version; 1049 entries in the 1987 version). However, some important modifications have been made. To begin with, many entries published before 1980 have been eliminated (only very important legal documents published prior to 1980, or literature which is considered to be of contemporary relevance have been retained). Secondly, and most importantly, volumes, studies, articles, and documents published since 1985 have been included. The number of new entries (some 209 titles) is indicative of the accelerated growth of publishing in this field, which itself is a reflection of the importance attached to international mobility and the recognition of studies, diplomas and degrees by governments, institutions, and organizations, not to mention academics and researchers themselves.

Special care has been taken to identify and to include literature from those countries which were under represented in the earlier version.

CEPES would like to express its great indebtedness to the Swedish National Board of Universities and Colleges (UHA) and to Mrs. Carin Berg, President of the Regional Committee for the application of the Convention on the Recognition of Studies, Diplomas and Degrees concerning Higher Education in the States belonging to the Europe Region, for the valuable support given to the publication of this bibliography.

Since the value of this type of bibliography resides mainly in its being constantly updated, we renew our invitation to all its readers to notify CEPES of any titles of existing published documentation concerning international mobility and the recognition of studies, diplomas and degrees of higher education in the Europe Region which we have missed in view of the preparation of future editions.

D. Chitoran
Director a.i. CEPES

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

CONVENTION ON THE RECOGNITION OF STUDIES, DIPLOMAS AND DEGREES
CONCERNING HIGHER EDUCATION
IN THE STATES BELONGING TO THE EUROPE REGION

REGIONAL COMMITTEE

EVALUATION OF THE BIBLIOGRAPHY OF AVAILABLE LITERATURE RELATING TO THE RECOGNITION OF STUDIES, CERTIFICATES, DIPLOMAS AND DEGREES AND MOBILITY IN HIGHER EDUCATION

Prepared by the European Centre for Higher Education (CEPES)
as Secretariat of the Regional Committee

I. INTRODUCTION

1. Provisions of the Convention and Decisions of the Regional Committee concerning the exchange of information and documentation relevant for the recognition of studies, diplomas and degrees of higher education.

The need to promote the exchange of relevant information and documentation and to develop its collection, processing, classification and dissemination is emphasized by the Convention of the Recognition of Studies, Diplomas and Degrees Concerning Higher Education in the States belonging to the Europe Region in Section V - Documentation, Article 12 which stipulates:

> "1. The Contracting States shall engage in exchanges of information and documentation pertaining to studies, certificates, diplomas and degrees in higher education.
>
> 2. They shall endeavour to promote the development of methods and machinery for collecting, processing, classifying and disseminating all the necessary information pertaining to the recognition of studies, certificates, diplomas and degrees in higher education, taking into account existing methods and machinery as well as information collected by national, regional, subregional and international bodies, in particular the United Nations Educational, Scientific and Cultural Organization."

Another important provision pertaining to the exchange of information is included in Section IV - Machinery for Implementation, Article 9 which, recognizing the need for close co-operation and co-ordination of efforts at the national level, expresses the agreement of the Contracting States to entrust the study of the problems involved in the application of the Convention to appropriate national bodies (Article 9, para.1), and further stipulates that: "Every national body shall have at its disposal the necessary means to enable it either to collect, process and file all information of use to it in its activities relating to studies, diplomas and degrees in higher education, or to obtain the information it requires in this connection at short notice from a separate national documentation centre."

At the First Session of the Regional Committee for the Application of the Convention on the Recognition of Studies, Diplomas and Degrees Concerning Higher Education in the States belonging to the Europe Region (Paris, June 1982), discussions of the exchange of information and documentation concentrated on the "attempt to find the best use for the existing information and documentation provided by Unesco (Headquarters and CEPES), by the Council of Europe, the European Community, and other subregional

bodies, as well as by each country and all interested agencies." (Para. 13 of the Final Report of the First Session of the Regional Committee). Since changes within the educational field are very dynamic and taking place continuously, in addition to defining the best means of collecting and processing existing information and documentation, the Regional Committee also pointed to the need to supplement it with further documentation that had not been collected and to update it constantly.

As a practical initial step towards the realization of these goals, the Regional Committee adopted Decision I-5 which requested its Secretariat to prepare a Bibliography of available literature relating to the recognition of studies, certificates, diplomas and degrees in higher education. The Decision further specified that, when collecting information for this Bibliography, the Secretariat should take into consideration the publications of national, regional, subregional and international bodies.

The Second Session of the Regional Committee (Bucharest, November 1984) reiterated the vital importance of the exchange of information and documentation for the application of the Convention, and encouraged the Secretariat to pursue its efforts in identifying and evaluating the available literature in the field and to establish close co-operation with other international bodies and institutions, such as the International Bureau of Education, the European Documentation and Information System for Education (EUDISED), etc. in performing its function as a clearing-house and referral centre for information on various aspects of higher education (para. 29 of the Final Report).

Moreover, the Regional Committee adopted the following decision on the Collection and Dissemination of Information (Decision II.2):

"a) To request its Secretariat to put its services as a clearing-house, information and referral centre on higher education in Europe fully at the disposal of the Committee and of national bodies dealing with the recognition of studies, diplomas and degrees in higher education;

b) To request its Secretariat to further develop these services with respect to matters of recognition and academic mobility, and in particular, to acquire in a systematic manner such publications, documents and other published and non-published information that otherwise are not easily accessible;

c) To request its Secretariat to search for appropriate ways and means to make this information available to Member States, and to include such information also into the CEPES quarterly journal "Higher Education in Europe";

d) To request its Secretariat to enlarge its co-operation and exchange with other international and national information centres, particularly with the International Bureau of Education and within the framework of the International Network on Education (INED);

e) To request its Secretariat to extend those sections of the CEPES series of monographs on national systems of higher education relating to mobility in higher education and to include more information related to the recognition of studies and diplomas;

f) To request its Secretariat to encourage the exchange of information between the national information centres and to study the possibility of organizing a meeting between representatives of these bodies;

g) To request its Secretariat to complete and continuously update the Bibliography on matters of recognition of studies and diplomas and mobility in higher education."

The collection of information on available literature and documentation on matters related to the recognition of studies, diplomas and degrees of higher education is also meant to serve for the organization of studies and research on related questions such as "the stages of education as referred to in the Convention, the comparison of qualifications, diplomas and degrees, including the Doctorate, the methods, techniques and criteria applied for evaluating studies and competencies, the terminology of higher education, the evaluation of existing forms of interuniversity co-operation and statistical aspects of mobility in higher education", as specifically requested by Decision II.4 of the Regional Committee.

2. Action taken by the Secretariat of the Regional Committee

The Secretariat of the Regional Committee has taken appropriate measures in order to implement these decisions and recommendations. With reference to one particular task, namely the elaboration and evaluation of a bibliography of available literature relating to the recognition of studies, diplomas and degrees and to international mobility in higher education, it has undertaken the following steps:

(a) it has proceeded to a systematic search of the information and documentation sources available in the library and documentation unit of the Centre (books, periodicals, studies, reports and conference proceedings, already existing bibliographies, texts of legal documents, etc.);

(b) it has solicited information from Member States of the Europe Region through the National Commissions for Unesco and the Liaison Officers of CEPES, from national information centres or other bodies, agencies and institutions dealing with recognition matters. Answers were received from such national sources in a number of Member States. Also included was the bibliographical information attached to the national reports on the application of the Convention received from Member States which are Contracting Parties to the Convention, in preparation of the Second Session of the Regional Committee;

(c) it has also asked for information from international - governmental and nongovernmental - organizations, associations, centres and bureaus such as the International Bureau of Education, the Division of Higher Education and Research of the Council of Europe, the International Association of Universities (IAU), the European Rectors' Conference (CRE), the Association of Commonwealth Universities, the Association des universites partiellement ou entierement de langue francaise (AUPELF), the Association internationale d'information scolaire, universitaire et professionnelle, the European Institute of Educational and Social Policy (Brussels Office for Cooperation in Education), the Societe europeenne pour la formation des ingenieurs (SEFI), etc. Answers were received from a number of such organizations and associations, containing valuable information. The results of all these endeavours are presented in the Bibliography which contains at present over 1000 entries.

3. Potential users of the Bibliography

The Bibliography is meant to serve the practical needs of those involved in matters of recognition, namely policy and decision makers, authorities, governmental and nongovernmental organizations, associations and institutions, specialized institutes, centres and bodies responsible for matters related to recognition of studies and international mobility, institutions of higher education, research centres, as well as individual students, teachers, researchers and other specialists in higher education involved in international mobility.

II. THE STRUCTURE OF THE BIBLIOGRAPHY

Any attempt to compile a bibliography of available literature on the recognition of studies, diplomas and degrees of higher education encounters a number of major difficulties.

In the first place, there is the need to decide on what kind of information is to be included in such a bibliography. This, on the one hand, involves the need to select from a wealth of references, since there actually exists an overflow of information (almost beyond manageable level) regarding certain aspects of the problem. On the other hand, one encounters the opposite situation, namely the need to search hard, sometimes in vain, for information regarding other aspects whose significance and implications have only recently come to the fore.

In the second place, there is an inherent difficulty in trying to structure such a bibliography along clearly defined thematic lines because of the close interdependence between the various aspects of the vast and complex issue of higher education studies undertaken and diplomas obtained abroad.

1. Literature included in the Bibliography

With respect to what kind of literature to include in the Bibliography, in conformity with the recommendations and Decision II.2.g adopted by the Regional Committee, a broad view of the field of recognition of studies, diplomas and degrees concerning higher education has been adopted. Accordingly, included in the Bibliography are not only books, studies, articles, documents, legal texts, etc. which specifically refer to recognition matters, but also other more general reference works whose relevance for the topic is beyond doubt. This is true in particular of the vast literature that exists with regard to international mobility in higher education. Indeed, as indicated further on, there is a close interdependence between recognition of studies, diplomas and degrees concerning higher education, and international exchanges and academic mobility in general. Not only is recognition conceived of as a means to promote mobility of students, teachers, researchers and other specialists in higher education, but as we become more intimately aware of the complex problems posed by the pursuance and completion of studies abroad, of the problems of academic mobility in general, new needs arise for developing the legal instruments and the adequate machinery required for the recognition of diplomas and degrees.

Consequently, the kind of information requested for solving problems regarding the recognition of studies undertaken or pursued abroad, of subsequent qualifications, diplomas, degrees, certificates, as well as of skills and competences involved, cannot be dissociated from the broader problems posed by international academic mobility in general.

Indeed, at all stages of the examination of the problem of recognition, i.e.:

- what to recognize? (studies, diplomas, certificates, degrees, but also skills, abilities etc., all subsumed under the more general concept of competence);

- for what purpose? (to allow access to higher education, to continue higher education studies, to allow access to postgraduate education, for the purposes of recycling knowledge, to allow the exercise of a profession);

- who is involved in the recognition process? (decision making, consultative or informative bodies);

- what is the juridical basis? (national legislation, bilateral, subregional, regional and international agreements),

the answers to be provided must be correlated with the problems posed by mobility: for whom are all these mobility actions intended (students, teachers, researchers, other specialists of higher education) under which particular circumstances and within which specific contexts (national systems of higher education, national economic and social systems, etc.)?

One final remark concerning the general coverage of this Bibliography refers to the fact that it includes the literature available in the main European languages and addressed to an internationally oriented audience. There is, of course, a vast amount of literature available in the national languages of the countries of the Europe Region. It includes not only studies and general reference works but also the great bulk of documentation produced by specialized bodies and institutions as well as by higher education establishments and is primarily intended for use by persons seeking admission to higher education in the respective countries. The listing of all these entries would go beyond the limits of this Bibliography and the capacity of CEPES. Instead, a list of national bodies in charge of matters concerning the recognition of studies, diplomas and degrees and of international mobility in higher education is given in Appendix III. Interested readers can request additional information directly from them.

Other entries not fully reflected in the present Bibliography concern articles and information published in various national periodicals for which it has been impossible, at the present stage, to conduct a systematic search. In this respect, the Bibliography will certainly need to be further elaborated.

2. Geographical coverage of the Bibliography

Closely related to the problem of what to include in the Bibliography is the geographical coverage of bibliographical entries. CEPES has included in the first place available literature that specifically refers to the Europe Region (nationally, bilaterally, subregionally and regionally), but also entries that refer to recognition matters between various partners, of which at least one was a state in the Europe Region. Only a few entries that refer to other regions of the world were included, when the respective book or study appeared to be either of more general interest, or pointed to an aspect of recognition that might become relevant for countries in the Europe Region as well.

3. Thematic division of the Bibliography

The Bibliography is arranged in alphabetical order by authors. With a view to facilitating its use, a thematic Subject Index (Appendix I) has been produced which is structured according to the following 3 main sections further subdivided into 11 sub-sections. The evaluation of the Bibliography follows this thematic division:

1. General Literature on Higher Education.

1.1 Major reference works of an international nature and comparative studies of higher education (encyclopaedias, studies of comparative higher education, international guides for foreign studies, world regional and subregional lists of universities, and courses offered)

1.2 Major national literature relevant for the recognition of studies, diplomas and degrees (presentation of national systems of higher education, country profiles, student guides, other related publications issued by authorities and institutions in the countries of the Europe Region)

1.3 Statistical data on higher education and mobility

2. Literature on Juridical, Administrative and Academic Aspects of the Recognition of Studies, Diplomas and Degrees.

2.1 Collections of texts and commentaries on standard-setting instruments at the international, state and institutional level for the recognition of studies, diplomas and degrees of higher education

2.2 Admission and attestation requirements and practices

2.3 Curricula, course design and course contents, comparability of studies pursued and competencies acquired in higher education

2.4 Higher education diplomas, degrees, certificates and other ability attestations

2.5 National and international centres, institutions and bodies dealing with the recognition of studies, diplomas and degrees and with international mobility in higher education

3. International Mobility in Higher Education.

3.1 Literature on general questions of mobility. Political, economic, social, psychological and cultural implications of international mobility

3.2 Problems related to studies and research abroad: academic performance, counselling services, adaptation problems

3.3 Problems related to the return to the country of origin; integration into active life; the "brain drain" phenomenon.

Nothing in the nature or number of these thematic divisions recommends them as the only possible solution for structuring a bibliography of available literature on recognition of studies, diplomas and degrees concerning higher education. On the contrary other solutions could have been adopted with equal justification.

However, since this Bibliography can at best be regarded as a first attempt to collect and list the vast material available, we have opted for the thematic division mentioned above as a working solution which, to our mind, best coincides with the structure of the Questionnaire sent to the Contracting Parties to the Convention for the preparation of the national reports on its application. As expected, quite a number of entries fall under more than one division of the Subject Index. It should be pointed out that since the Bibliography is stored on computer, great flexibility of access is assured, as well as the possibility to complete, ammend and restructure it according to specific needs and to conduct selective searches.

For practical reasons, in addition to the entries by author, we have listed under the major intergovernmental organizations, i.e. Unesco, the Council of Europe, OECD and the European Economic Community, the relevant publications and documents on matters related to the recognition of studies, diplomas and degrees that have been issued or initiated by these organizations.

4. Specification of the nature of bibliographic entries

The Bibliography is not arranged according to the different types of publications and documents (i.e. entries listed separately under book-size volumes, monographs, studies, articles etc.). This kind of information is, at least partly, derivable from the bibliographical indications of the separate entries. At a later stage when, on the one hand, sources will be enriched, particularly by obtaining more information from a number of countries for which there seem to be gaps, and on the other hand, following a closer scrutiny of the listed material, such a structuring might be found useful. Once again the tentative nature of this undertaking must be emphasized, its primary function, being to place at the disposal of interested users a document that should provide an image of the vast literature available on the recognition of studies, diplomas and degrees as an instrument for promoting international mobility in higher education.

At the same time, given the complexity of the problems involved by the recognition of studies, diplomas and degrees of higher education, the Bibliography itself may signal the need for co-ordinated efforts, involving organizations, institutions and centres that are active in this field, both at the international and the national level, in order to complete and constantly update such a reference work and to evaluate it systematically so as to better serve its function as a basic source of information and research tool in the field of international co-operation in higher education.

5. Listing of entries by country

In addition to the thematic structuring of the bibliography, its arrangement by country is of particular importance in

order to increase its practical utility. Indeed, the potential users of such a bibliography, whether they are applicants seeking to pursue higher education studies abroad or persons in charge of recognition of studies, diplomas and degrees, are first and foremost interested in information regarding a given country, or even a particular institution in that country. There are however, important difficulties in trying to arrange bibliographical references country-by-country. The ideal solution, namely to enter all relevant literature (legislation and documentation, books, studies, articles etc.) on the recognition of studies, diplomas and degrees that refer to that country, is a very difficult task since it must take into account not only the literature produced by the respective country, but also entries published in other countries or by international organizations, or appearing in international journals that refer to it, etc. Also, more often than not, information which is relevant for one country is included into reference works that cover other countries as well, which leads to the need for multiple listing.

An alternative solution would be to include under each country all available literature on the recognition of studies, diplomas and degrees that has been published in that country so as to offer a complete image of the importance attached by both scholars and administrators to these problems. But the same kind of difficulties will be encountered with such an approach too, since a good amount of the literature produced in one country (and this is particularly true of those countries of the Europe Region that receive large number of foreign students) would refer either to general problems of recognition, or to problems that regard the situation in another country or in a group of countries. There are, then, the studies elaborated by international organizations, associations and institutions, as well as information published in international journals for which the country of publication criterion would not be relevant.

In order to meet the need mentioned above, namely to place at the disposal of potential users basic information which refers to individual countries in the region, it is intended to elaborate a detailed Geographical Index, similar to the Subject Index. For the time being, in order to meet more immediate needs, Appendix II which provides an index by country, of the general standard literature on higher education which is relevant for the recognition of studies, diplomas and degrees has been prepared. It includes presentations of the national systems of higher education, guides for foreign students, profile studies by country etc.

III. THE CONTENT OF THE LITERATURE ENTERED INTO THE BIBLIOGRAPHY

1. General Remarks

For a variety of reasons, some of which have become apparent from the above considerations, evaluating the existing literature on the recognition of studies, diplomas, degrees and

certificates of higher education with regard to content and coverage of issues involved is not an easy undertaking.

The various international and national centres dealing with academic mobility and the equivalence of studies, which have been set up during the last twenty years or so, have gathered and are making constant use of a considerable stock of information, documentation and normative, practical guides in their day to day activity. Some have themselves produced such information in the form of studies, reports, guidelines, norms and other documents. There are, then, the numerous legal instruments for the recognition of studies, diplomas and degrees in the form of regional, subregional or bilateral conventions, agreements, protocols and other arrangements that have been concluded throughout the post-war period. There is also the national legislation which applies in matters of equivalence and validation of foreign studies and diplomas to which those dealing with recognition matters have to make constant reference. When dealing with recognition of higher education diplomas or certificates that allow for the exercise of a profession, other relevant legislation is to be applied.

Finally there is the vast literature on various national systems of education, or on individual institutions of higher education in various countries which national information centres usually collect and make use of in their counselling or decision-making capacities on matters of recognition. At the same time, national information centres usually collect monographs on national systems of higher education, foreign students' guides, university catalogues, descriptions of course-offerings and degrees conferred by individual higher education institutions in various countries. It is this kind of literature that forms the great bulk of printed material to be found in their libraries and documentation units.

The main characteristic of this enormous corpus of available literature is its practical nature. Legal documents are listed for reference purposes, and some of their provisions are sometimes explained in detail for the use of practitioners in recognition matters.

However, fewer studies exist at the moment which can be regarded as being the result of research and longer reflection on the problems posed by the recognition of studies, diplomas and degrees concerning higher education. In fact, the need to pass from the practical needs of solving individual applications for equivalence and validation of studies pursued or diplomas obtained abroad, to a more systematic theoretical approach of the entire problematique posed by the recognition of abilities, skills and competences acquired in foreign higher education institutions has only recently been perceived. It is worth mentioning that Unesco has played a pioneering role in this field, through the various studies it has published in its series of "Studies on international equivalence of degrees", later renamed "Studies on the

evaluation of qualifications at the higher education level" (see entries in the Bibliography, under Unesco).

These studies do not only provide an overview of the legal instruments, the mechanisms, the procedures and practices in the recognition of studies, diplomas and degrees, but at the same time they offer a brief presentation of basic literature on the subject. Moreover, and this is where their pioneering value resides, these studies indicate many aspects of the problem that have not been dealt with satisfactorily in the past and in connection with which the need is felt for a fresh approach, based on theoretical analysis and in-depth study and evaluation.

2. In-depth coverage of the problems relating to the recognition of studies, diplomas and degrees of higher education.

In order to evaluate to what extent the available literature on recognition of higher education studies, diplomas and degrees really covers the field, it is necessary first of all to delineate the size of the domain and to fully realize the complexity of problems involved.

The problem of recognition of studies, diplomas and degrees is not a new thing in the field of higher education in Europe, if we take into account the fact that the international dimension of universities, in their teaching, training and research functions has been an integral part of their definition ever since they were founded. Access to and movement from one university to another was regulated on an empirical basis. This was possible because both the number of individuals and of institutions involved was within manageable limits.

Today's world presents an altogether different picture. Studying abroad has become a major option not only for individuals but also for nations, and international higher education has already assumed mass proportions. There are various (and often varying) figures available for academic mobility in Europe and in the world, but even the more conservative estimations indicate a steady increase, during recent decades, in the number of students enrolled at foreign universities. According to a recent study published by CEPES the number of foreign students exchanged between the countries of the Europe Region alone grew from 496,770 in 1975 to 795,610 in 1980 . On the world scale, and over a wider span, references indicate an eightfold increase over the last 30 years, bringing the number of foreign students enrolled at foreign universities to well over one million . A major study published by Unesco on the Recognition of Studies and Competence begins with the informative statement that, "during the academic year 1978/79 more than 1,5 million persons left their country to undertake or complete training in foreign institutions of higher education" and it goes on to say that "several million people throughout the world are concerned, directly or otherwise, with the problem of mobility in higher education" .

It is only recently therefore, particularly after the Second World War, that it became increasingly necessary to develop the normative and legislative guidelines as well as the machinery required to handle the complex problems of how to admit foreign students to higher education institutions, how to assess knowledge and skills previously acquired by them in higher education institutions abroad, and finally how to solve the problem of their employment upon completion of studies. The legal instruments took the form of conventions, agreements, protocols, etc. signed between various countries on a bilateral, subregional, or regional basis while the machinery for the implementation of recognition took most diverse forms at the national level (centres, institutes, associations, agencies - both public and private -) as well as at the international level.

All efforts made to set up the legal instruments and to build adequate machinery for the implementation of recognition of studies and degrees in higher education are regarded as means to promote mobility of persons (students, teachers, researchers and other specialists in higher education), to facilitate the exchange of ideas, knowledge and experience, and in that manner, to contribute to a better mutual understanding among nations, to their social and economic advancement. These aims could be achieved by making higher education institutions accessible to students and researchers transnationally, and by appropriate measures that would facilitate employment and reintegration in active life of persons having completed their studies abroad. Recognition of studies and diplomas and the subsequent promotion of academic mobility are meant to serve the individual, the sending country, the host country and the international community as a whole. These services can be rendered effective through ensuring the best possible use of available educational resources in all countries of a given region, through ensuring access to the educational resources of other states.

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1) Higher Education and Economic Development in Europe 1975-1980 (A Statistical and Economic Study), Vol.I, CEPES, Bucharest, 1983.

2) E. Barber; Ph.G. Altbach; R.G. Myers (eds.). Bridges to Knowledge (Foreign Students in Comparative Perspective), The University of Chicago Press, 1984.

3) Recognition of Studies and Competence: Implementation of Conventions drawn up under the Aegis of Unesco; Nature and Role of National Bodies. Educational Studies and Documents, No. 44, Unesco, 1984, p.6.

All these aims and objectives are subordinated to a wide range of designs which are intended to favour the adoption and application of educational policies that will take account of structural, economic and technological developments, of social and political changes, and of cultural contexts; the steady improvement of curricula and of methods applied in planning higher education, the fullest and most effective use of the human resources with a view to ensuring full employment and preventing the migration of talent, the maximum integration of the area, safeguarding the cultural identity of its peoples, the democratization of education, including lifelong education and - as an ultimate aim - economic, social and cultural development.

The following remarks are meant to indicate the extent to which the literature entered under the 11 subsections of the Bibliography is indicative of the in-depth coverage of the multiple aspects of the problems mentioned above. At the same time, assessments will be made with regard to areas where further studies and a fresh approach are needed.

a) General literature on higher education

At the international level, mention should be made first of all of the literature produced or initiated by the major governmental and nongovernmental organizations and associations that are active in the field of higher education. In particular, the publications issued by Unesco (World Guide to Higher Education; Study Abroad, the series of Educational Studies and Documents, the series of statistical studies, etc.), by the Council of Europe (Student Handbook, the published proceedings of various conferences on academic mobility) by the International Association of Universities (International Handbook of Universities) are widely used as basic reference works by all those involved in matters related to recognition and mobility. The same purpose is served by other major works of an encyclopedic nature such as the International Encyclopedia of Higher Education.

The increasing amount of literature on comparative higher education is particularly important for placing the vast problematique of the recognition of studies, diplomas and degrees in the proper theoretical perspective, i.e. against the background of new trends and developments in higher education throughout the world. The need, which is perceived with increased clarity, of expanding the more traditional approach aimed at establishing equivalences between diplomas and degrees in higher education so as to cover the broader concept of recognition of studies, including competencies and skills acquired in higher education, specifically requires a better knowledge of higher education systems transnationally, as provided by comparative studies.

At the national level, there seems to be abundant literature presenting national systems of higher education as well as policies adopted with regard to higher education, including international co-operation in the field. Also the number of entries in 2.1, as well as in Appendix II which lists literature relevant to the recognition of studies, diplomas and degrees arranged by country, fully confirm this statement.

b) Juridical, administrative and academic aspects

An idea of the available literature on juridical, administrative and academic aspects of the recognition of studies, diplomas and degrees can be obtained by examining the entries listed under 2.1-2.5 in the Subject Index.

With regard to national legislation concerning higher education and international conventions and agreements on the recognition of studies and degrees, the Bibliography lists (cf. 2.1) only text editions and commentaries of such texts. Indeed, the access of CEPES to national sources has proved to be rather limited, and the Bibliography will have to be further completed in this respect. As for the international legal instruments, the apparent scarcity of commentaries has to be pointed out. There are few studies, if any, that endeavour to link the findings of specialists in international law concerning the binding force of international treaties for the contracting parties, in general, with concrete implications for existing conventions on the recognition of studies and their provisions.

Subsections 2.2-2.4 comprise entries that are meant to provide information on methods, techniques, practices and procedures with regard to the evaluation of curricula, courses, competencies, diplomas, degrees and certificates of higher education.

Judging by the number of entries under 2.2, the problem of admissions and attestation requirements is the area of recognition of studies and international mobility that has been dealt with in greater detail. Although the existing literature, whether produced at the national level or by international organizations and institutions, can be regarded as very extensive, it does not cover, however, all aspects of the problem, and in all countries of the region, to the same satisfactory degree.

The fact that more attention has been paid to admission of foreign students seems to be a reflection of the fact that for a number of years following the Second World War, international mobility in higher education was concentrated on the pursuance of complete studies abroad. With the development of higher education in all countries of the world, including the developing nations, emphasis has shifted to pursuing partial studies abroad at all stages of higher education, especially at the postgraduate level.

This shift of emphasis has not been accompanied by a corresponding increase in the literature meant to cover the theoretical and practical issues involved. It is true that many studies in comparative higher education deal with core curricula, course design and course contents in the effort to set guidelines for assessing the comparability of studies pursued and competencies acquired in higher education. This explains the fairly high number of entries listed under 2.3 in the Subject Index. However, very few studies actually tackle these matters from the recognition point of view.

As for diplomas, degrees, certificates and other ability attestations, it can be argued that the available literature (both national and international), covers the field to a satisfactory degree. Indeed, many of the general reference works already discussed above (listed under 1.1) and the national presentation of higher education systems (under 1.2 in the Subject Index) offer fairly complete inventories - with adequate descriptions in terms of their requirements - of the great diversity of degrees and diplomas awarded by European universities. There are, as the entries under 2.4 seem to indicate, few more encompassing studies that can offer a general view of higher education degrees in the Europe Region as a whole.

There is little comparative literature available on the national bodies dealing with the recognition of studies, diplomas and degrees and with international mobility in higher education. There exist, of course, leaflets and folders distributed by such bodies themselves in order to advertise their services which, however, are not listed in the Bibliography. The importance of the national bodies as the necessary machinery for implementation of the provisions of the conventions and agreements on the recognition of studies, diplomas and degrees, the functions they are called upon to perform and the modalities for performing these functions are extensively dealt with in a study issued recently by Unesco in its series of Education Studies and Documents (No.44: Recognition of Studies and Competence. Implementation of Conventions drawn up under the Aegis of Unesco: Nature and Role of National Bodies, 1984).

c) International mobility

The number of entries listed under 3.1, 3.2 and 3.3 are indicative of the vastness of the literature available on international mobility in higher education.

A look at the kind of entries entered under 3.1 which includes literature on general questions of mobility point to the importance attached by national authorities and by the academic institutions themselves to the political, economic, social, psychological and cultural implications of international mobility. A number of very important studies has been published on such matters during the last few years.

The number of titles regarding international mobility in certain countries (in particular France, Federal Republic of Germany, the Soviet Union, United Kingdom, United States of America) is primarily the result of the fact that these countries are the recipients of the greatest number of foreign students.

With regard to problems related to studies and research abroad (entries under 3.2 in the Subject Index) the main observation that can be made is once again related to the fact that by far the greatest number of titles deal with foreign students going abroad to pursue complete higher education studies. There seems to be less literature available on international mobility of researchers, and of postgraduate students who spend shorter periods of time in other countries.

Entries under 3.3, which refer to problems related to the return to the country of origin are less numerous. The "brain drain" phenomenon has been the constant concern not only of national authorities, but also of international organizations. Although several important studies have appeared in this field, the available literature is still far from covering all the vast ramifications and implications of this issue for the socio-economic and cultural development of the nations of the world. In particular, there are fewer studies concerning the problem of employment of persons who have undertaken studies abroad upon return to their country of origin. Also, an important field for further inquiry could be the evaluation of the modalities in which the implementation of the provisions of existing conventions on the recognition of studies, diplomas and degrees, while promoting international co-operation through the best possible use of available educational resources, also serves as a means to stem the brain drain which affects so many countries.

IV. CONCLUSIONS

The first conclusion that can be drawn with regard to the available literature on the recognition of studies, diplomas and degrees of higher education is, as already stated earlier, that there is both too much and too little bibliographical information in the field. Too much, because practically all available literature on higher education on international mobility has more or less direct relevance to the problem of recognition matters. National information centres on problems of equivalence and mobility, some of which are very well endowed both in terms of professional personnel and technical facilities, already complain about "superabundance" and the "overflow" of information that they have to handle. Too little, because there are so many questions arising in the day-to-day solving of recognition matters about which little if anything is at the disposal of advisers and decision- and policy-makers.

It has to be pointed out that not all countries are equally well represented in this Bibliography. This might be due to the fact that many national sources, particularly those written in the languages of the respective countries, are not as readily available as sources written in international languages. By contrast, in the case of other countries, the number of entries may appear disproportionally high. This is particularly true of the available literature published in the USA, a fact due not only to the general abundance of publications which is characteristic of that country, but also to the great diversity of the system of higher education and the various services created at the national, state and institutional level in order to deal with international mobility.

As more and more experience is gained in the application in the Unesco and other existing conventions on the recognition of studies, diplomas and degrees of higher education, it will become increasingly necessary to expand the availability and the range of information relating to specific questions of the pursuance of higher education studies and research abroad and to the recognition of acquired competences and abilities, as attested by various diplomas, degrees and other certificates of higher education.

The basic goal of studies in this field is to achieve greater comparability of higher education systems, i.e. to provide information which is really comparable with regard to admission procedures, stages of higher education, curricula, degrees, diplomas and certificates of higher education etc. Closely related to comparability is also the need to study the terminology used in national systems of higher education so as to be able to identify equivalent or related terms across national systems of higher education.

Particularly the area of recognition of previously undertaken studies with a view to allowing the continuation of further stages in higher education needs a closer examination, in view of the fact that at present there is an increasing number of persons who seek to pursue further higher education studies abroad, particularly at a postgraduate level. Hence the need for an in-depth analysis of the stages of education, training and competencies as well as for a comparative study on the "Doctorate" has been repeatedly expressed.

Also, studies of the phenomenon of academic mobility in general are needed, which, in addition to statistical data, should also examine the efficiency of exchange programmes, the success or failure of students who undertake studies abroad. Furthermore, it would be important to examine the policies and practices at national or institutional level that allow 'mobility time' to teachers, researchers and practitioners in various academic or professional fields.

Another area in which further studies are necessary refers to the actual effects of academic mobility and the recognition of studies, diplomas and degrees of higher education, namely access to adequate jobs for those who return to their country after pursuing studies abroad, in particular the "brain drain" phenomenon.

One final conclusion with regard to the evaluation of the Bibliography of available literature on the recognition of studies, diplomas and degrees of higher education must refer to the dynamic approach to be adopted in its elaboration. As information is superseded constantly and rapidly, the necessary permanent updating will only be achieved with the assistance of centres and other institutions that store, process and disseminate such information, in particular the national bodies responsible for matters concerning the recognition of studies, diplomas and degrees.

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Appendix I

SUBJECT INDEX

1. General Literature on Higher Education

1.1 Major reference works of an international nature and comparative studies of higher education (encyclopedias, studies of comparative higher education, international guides for foreign studies, world regional and subregional lists of universities and courses offered).

12, 18, 19, 20, 37, 46, 47, 49, 61, 62, 68, 70, 79, 92, 93, 95, 99, 129, 139, 144, 145, 150, 181, 212, 250, 275, 283, 325, 341, 342, 368, 450, 454, 483, 487, 492, 538, 544, 580, 585, 605, 675, 695, 781, 783, 818, 847, 895, 903, 920, 921, 922, 923, 945, 946, 948, 1032.

1.2 Major national literature relevant for the recognition of studies, diplomas and degrees (presentation of national systems of higher education, country profiles, student guides, other related publications issued by authorities and institutions in the countries of Europe Region).

8, 11, 28, 33, 34, 35, 45, 48, 50, 56, 58, 59, 60, 66, 65, 84, 85, 87, 90, 94, 100, 109, 110, 113, 115, 117, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 146, 147, 148, 151, 152, 156, 162, 164, 165, 166, 171, 172, 174, 177, 178, 180, 182, 183, 194, 198, 199, 200, 201, 215, 236, 252, 254, 257, 258, 259, 262, 264, 266, 270, 273, 276, 281, 282, 285, 286, 287, 300, 302, 308, 309, 314, 993, 316, 317, 324, 326, 331, 332, 337, 344, 354, 355, 356, 358, 359, 360, 362, 366, 370, 380, 383, 385, 389, 393, 398, 399, 409, 410, 411, 413, 414, 424, 425, 431, 440, 442, 443, 463, 465, 467, 468, 474, 475, 480, 482, 486, 488, 495, 498, 500, 503, 504, 505, 508, 510, 518, 524, 525, 526, 527, 534, 535, 550, 551, 552, 554, 558, 561, 562, 570, 572, 574, 575, 581, 583, 587, 588, 591, 592, 593, 597, 600, 601, 602, 604, 606, 607, 614, 616, 619, 620, 634, 638, 643, 644, 645, 648, 665, 674, 677, 679, 680, 681, 682, 685, 694, 696, 699, 702, 703, 714, 717, 719, 720, 728, 730, 733, 736, 739, 741, 742, 743, 744, 749, 752, 754, 761, 762, 770, 772, 773, 776, 778, 784, 785, 793, 794, 797, 798, 799, 805, 807, 808, 810, 812, 822, 840, 849, 852, 853, 860, 862, 863, 864, 867, 870, 871, 872, 873, 874, 879, 881, 883, 890, 897, 901, 924, 925, 926, 933, 944, 953, 954, 955, 956, 957, 958, 956, 960, 961, 963, 966, 967, 968, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 985, 986, 990, 994, 995, 996, 997, 999, 1003, 1006, 1008, 1012, 1022, 1023, 1024, 1031, 1034, 1036, 1041, 1044.

1.3 Statistical data on higher education and mobility.

1, 98, 111, 133, 136, 142, 157, 163, 166, 186, 297, 338, 367, 372, 378, 379, 381, 393, 451, 507, 603, 659, 671, 684, 692, 693, 701, 838, 857, 858, 939, 940, 941, 942, 943, 962, 965, 969, 1033, 1047, 1048.

2. Literature on Juridical, Administrative and Academic Aspects of the Recognition of Studies, Diplomas and Degrees.

2.1 Collections of texts and commentaries on standard-setting instruments at the international, state and institutional level for the recognition of studies, diplomas and degrees of higher education.

4, 10, 32, 36, 43, 44, 53, 57, 83, 88, 89, 91, 131, 132, 195, 196, 197, 211, 214, 219, 223, 224, 231, 232, 237, 240, 244, 245, 246, 249, 263, 269, 284, 279, 289, 290, 303, 397, 412, 416, 426, 427, 441, 473, 477, 481, 484, 485, 523, 530, 563, 565, 569, 618, 625, 646, 652, 666, 683, 687, 718, 731, 732, 735, 738, 748, 129, 760, 819, 832, 841, 855, 868, 885, 894, 896, 906, 907, 908, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 927, 928, 929, 930, 931, 932, 934, 935, 936, 937, 938, 950, 951, 952, 1000, 1030.

2.2 Admission and attestation requirements and practices.

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2.3 Curricula, course design and course contents, comparability of studies pursued and competencies acquired in higher education.

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2.4 Higher education diplomas, degrees, certificates and other ability attestations.

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2.5 National and international centres, institutions and bodies dealing with the recognition of studies, diplomas and degrees and with international mobility in higher education.

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3. International Mobility in Higher Education

3.1 Literature on general questions of mobility. Political, economic, social, psychological and cultural implications of international mobility.

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3.3 Problems related to the return to the country of origin; integration into active life; the "brain drain" phenomenon.

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